**2016 Planning: Term 1:**

**Topic** – **Global Society – Big Planet small world – “I can make a difference.”**

**Focus:** Seashore – Beach care – Long Bay visit

**Launch Activity:** Visit to Long Bay Marine Centre

**English**

**Recount** – personal experiences – Whakapapa/family history - Memoirs

**Recount** – later in term Long Bay Trip

**Letter Writing** – Thank You letters

**Mathematics & Statistics**

**Number** strategies, number knowledge, equations & expressions, patterns & relationships

**Measurement** (do as 3 week tumble – 12 sessions 2 @ class)

Possibly begin week 7 - confirm

Area (Karen), volume & capacity (Debbie), weight (Hannah), angle (Carrick), temperature (Kelley), length (Rodger)

time – to be covered in class

**Te Reo**

Use this [wikispace](http://room4sunnynook.wikispaces.com/Te+Reo) as resource

· Introductions/responses

· Maori alphabet sounds

· Family names

· Counting

· Classroom objects

**Technology**

**Technological Practice**

**Planning for practice** – develop a plan that identifies the key stages and the resources required to complete an outcome.

**Brief development** – explain the outcome that they are developing and describe the attributes it should have, taking account of the need or opportunity and the resources available.

**Outcome development & evaluation** – investigate a context to develop personal ideas for potential outcomes

**Nature of Technology**

**Characteristics of technology** – understand that technology both reflects and changes society and the environment and increases people’s capability

**Characteristics of technological outcomes** – understand that technological outcomes are developed through technological practice and have related physical and functional natures.

Possible construction of Memoir diorama

[**Simple box dioramas**](http://www.3dgeography.co.uk/#!rainforest-dioramas/cf72)

[**Step by step guide**](http://www.firstpalette.com/Craft_themes/Animals/rainforestdiorama/rainforestdiorama.html)

[**Images of dioramas**](https://www.google.co.nz/search?q=making+a+rain+forest+diorama&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ei=Kj_cUoLGLIa3iQfF1oDABw&ved=0CD4QsAQ&biw=1083&bih=706)

**Health**

[**Cool Schools**](http://www.peace.net.nz/index.php?pageID=38) introducing peer mediation – videos & steps (minor) Sun safety

**Relationships** – identify and demonstrate ways of maintaining and enhancing relationships between individual and within groups

**Identity, sensitivity & respect** – describe how individuals and groups share characteristics and are also unique.

**Interpersonal skills** – express their ideas, needs, wants & feelings appropriately and listen sensitively to other people and affirm them.

Creating class rules, class treaties – example from Newstead school [here](http://www.newstead.school.nz/1245/pages/1895-class-treaty)

(link to [Treaty Waitangi](http://christchurchcitylibraries.com/Society/Politics/New-Zealand/Treaty-Of-Waitangi/) detailed, [Treaty Waitangi](http://www.newzealand.com/int/feature/treaty-of-waitangi/) simple, [for kids](http://www.socialstudiesforkids.com/articles/worldhistory/treatyofwaitangi.htm) - [Waitangi Day](http://www.socialstudiesforkids.com/articles/holidays/waitangiday.htm) & Tree House Treaty)

**Physical Education**

**Gymnastics** – check with Manju if timetabled for this term

(Fridays: Kiwi Sports?)

**Summer ball skills**: T-ball, tennis cricket, volleyball, minor games

Fitness – Jump Jam T1 in shade area, Tabloid fitness T2 (mixed groups – using Junior Adventure playground & shade area)

**Arts**

**Visual** – share ideas why their & others’ works are made, valued, context

- explore variety of materials, discover elements & selected

principles

- investigate & develop visual ideas – motivations, imaginations

- share ideas, feelings & stories communicated by their own &

others objects & images

**Drawing** – chalk, pastels, water colour pencils

Appreciation of other cultures art – aboriginal – [interview with artist](http://www.youtube.com/watch?v=kygVrNU-OV4&safe=active) doing [aboriginal painting video](http://www.youtube.com/watch?v=L4OnT8RS8uM)

**Dance** - identify & describe dance in their lives and in their communities

- explore & identify through movement elements of body, space,

time, energy & relationships

- use elements of dance in a purposeful way to respond to stimuli

- share dance movement through informal presentation

**Music** - explore & share ideas about music from range of sound

environments – function of music in societies

- explore & identify how sound is made – listen & respond to

elements of music

- improvise, explore & express musical ideas

- share music with others using basic performance skills

**Beat & Rhythm**

**Use of percussion**

**Link to technology –** making Memoir diorama around “special object”

- **Portfolio Writing**

- **Reading**

- **Mathematics**

**Key Competencies:** Relating to Others, Participating & Contributing

**Values:** Responsibility, respect, perseverance, compassion, fairness, honesty, self discipline